

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– JANUARY 8, 2020
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:
The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson
2. Attendance:

____ Kathryn Brown	____ Maura Pillsbury
____ Jeremy Clough	____ Michelle Ritcheson
____ Candace deCsipkes	____ Valeria Steverlynck
____ Lindsey Furtney	____ Madelyn Vertenten
____ Jennifer Galletta	____ Rhea Fitzpatrick – Student Representative
____ Susana Hancock	____ Liam Hornschild-Bear – Student Representative
____ Elisabeth Munsen	
3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of December 11, 2019 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
A. Report from Board's Student Representative (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
NA
9. Administrator Reports:
A. Maine Integrated Youth Health Survey – Middle and High School Principals (20 Minutes)
B. District Scorecard – Cynthia Alexander & Administrators (20 Minutes)
C. Update on 2019-2020 District Goals – Becky Foley (20 Minutes)
10. Board Comments and Committee Reports:
A. Finance Committee (3 Minutes)
B. Policy Committee (3 Minutes)
11. Policy Review:
A. Consideration and approval of the following Policies (1st Read) (15 Minutes)
 1. AEC – Accountability – Reporting to the Public
 2. BCB – Board of Directors Conflict of Interest

3. BDB – Board of Directors Officers
4. GCG – Teacher and Educational Technician Substitute Policy

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval to rescind the following Policy (5 Minutes)

1. BCF – Advisory Committees to the Board

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:
NA

13. New Business:

A. Consideration and approval of the 2020-2021 School Calendar (1st Read). (15 Minutes)

Motion: _____ 2nd: _____ Vote: _____

14. Personnel:
NA

15. Public Comments: (10 Minutes)

16. Executive Session: (20 Minutes)

A. To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's Evaluation Performance Goals.

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

17. Action as a Result of Executive Session:

Motion: _____ 2nd: _____ Vote: _____

18. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

**RSU No. 5 Board of Directors Meeting
Wednesday, December 11, 2019 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

Item #4.A.

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the January 8, 2020 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

2. MEMBERS PRESENT: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Liam Hornschild-Bear, Student Representative

MEMBERS ABSENT: Lindsay Sterling

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the Minutes of November 20, 2019. (Steverlynck - Munsen) (10 – 0).
The student representative voted with the majority.

5. ADJUSTMENTS TO THE AGENDA:

None

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative – Liam Hornschild-Bear

7. PUBLIC COMMENT:

Christine Lyons - Freeport

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. District Happenings

9. ADMINISTRATOR REPORTS:

A. Instructional Support Report/Goal Review – Bonnie Violette

B. Restraint & Seclusion – Bonnie Violette

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests

Beth and Maddy spoke about clinics they attended at the MSMA Fall Conference.

Maura Pillsbury – Region Ten completed an energy audit. HVAC system will be upgraded.

B. Finance Committee

11. POLICY REVIEW:

A. VOTED: To approve the 2nd Read of the following Policy

(Brown – Galletta) (9 – 0 Steverlynck was out of the room). The student representative voted with the majority.

BBAB – Board of Directors Self-Evaluation.

12. UNFINISHED BUSINESS:

A. Workplace Satisfaction Survey Executive Summary

13. NEW BUSINESS:

None

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

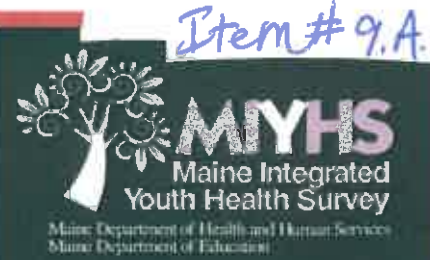
VOTED: To adjourn at 8:50 p.m. (Galletta - Steverlynck) (10 – 0) The student representative voted with the majority.



Becky J. Foley, Superintendent of Schools

Vaping & E-cigarette Use Among Maine Youth

Data from the Maine Integrated Youth Health Survey (MIYHS)



E-cigarette use, commonly called "vaping," has significantly increased among youth in recent years, both nationally and in Maine. E-cigarette use is dangerous and has many adverse short- and long-term health effects.

E-cigarettes are:

- ➔ Also called electronic nicotine delivery systems (ENDS), vapes or e-cligs.
- ➔ Devices that heat liquids into an aerosol that the user inhales.
- ➔ Products that deliver nicotine—the highly addictive chemical in tobacco products. The aerosol may also contain flavoring, other chemicals, heavy metals, or THC, the active ingredient in marijuana.¹

- ✗ **Not safe alternatives to cigarettes.** During periods of brain development, use of nicotine disrupts the growth of brain circuits that control attention, learning, and susceptibility to addiction.
- ✗ **Not legal in Maine for anyone under 21 to use or to buy in stores or online.²**

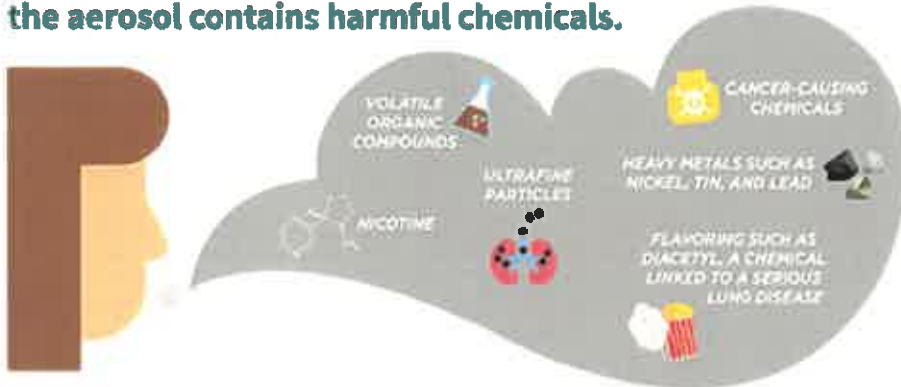
E-cigarettes come in lots of shapes and sizes.



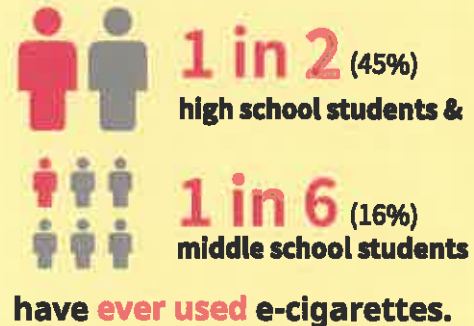
What is JUUL?

JUUL is the most common brand of e-cigarette. Devices are shaped like a USB drive and pods always contain nicotine. Using an e-cigarette is sometimes called "JUULING."

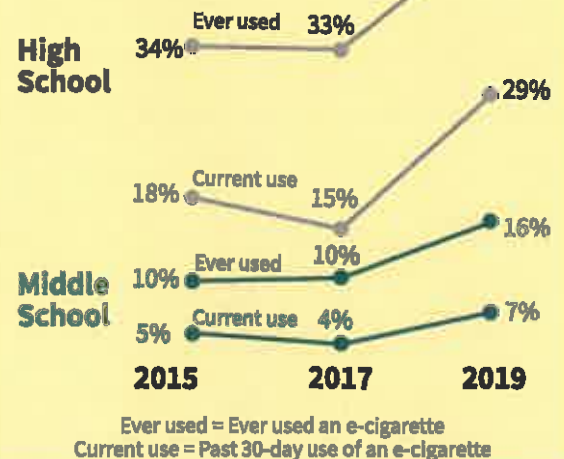
E-cigarette aerosol is NOT just water vapor--the aerosol contains harmful chemicals.



E-cigarette use by Maine youth:



E-cigarette use among Maine youth has increased significantly since 2015.³



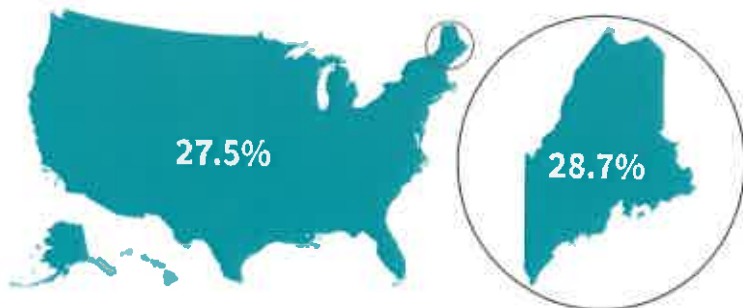
1. US Department of Health and Human Services. *E-Cigarette Use Among Youth and Young Adults: A Report of the Surgeon General*. Atlanta, GA: US Department of Health and Human Services, U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2016.

2. Individuals who were 18 on or before July 1, 2018 are still able to purchase tobacco products.

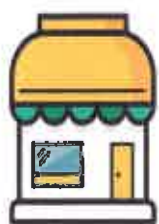
3. 2017 MIYHS data on e-cigarette use may be underestimated as JUUL was not specifically mentioned in the e-cigarette use questions. JUUL was not on the market at the time of the survey in 2015. The 2019 survey did specifically include JUUL as an e-cigarette brand.

E-cigarette use is a problem everywhere.

The U.S. and Maine have similar rates of e-cigarette use among high school students.⁴



Underage sales may be declining in Maine.



Over time, fewer high school students are buying their e-cigarettes from physical stores.



7.2%
2017

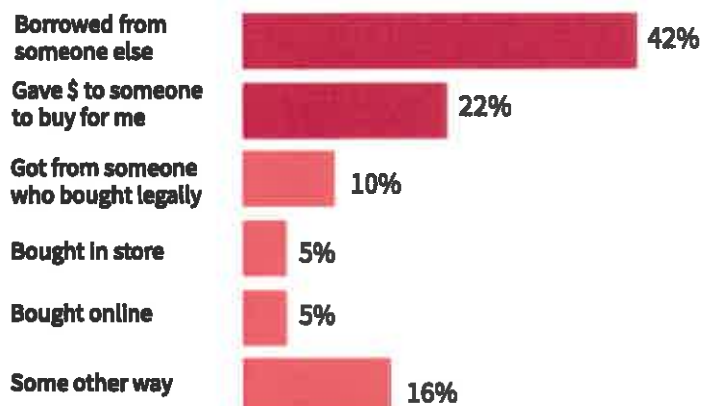


4.8%
2019



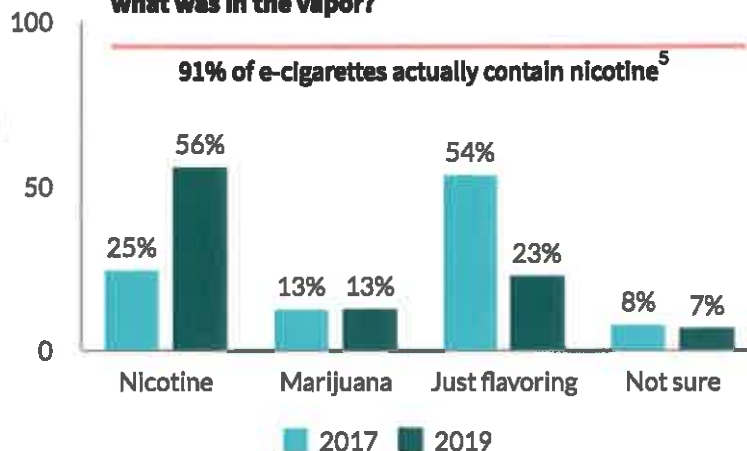
Most Maine high school students who vape borrow e-cigarettes or get someone else to buy them.

During the past 30 days, how did you usually get your electronic vapor product? (2019)



Many Maine high school students are not aware that e-cigarettes contain nicotine, but awareness is increasing.

Last time you used an electronic vapor product, what was in the vapor?



How adults can prevent & reduce youth vaping

- **Learn** about the many forms of e-cigarettes and their associated health risks.
- **Talk** to youth about the risks of e-cigarettes and express firm expectations about being tobacco-free.
- Set a **positive example** by being tobacco-free.
- Develop, implement, and enforce tobacco-free **school policies**.

Prevention & Treatment Resources

- **The Maine Tobacco HelpLine:** 1-800-207-1230
- **Conversation Guide for Parents:** <https://www.lung.org/stop-smoking/vape-talk/>
- **Maine Center for Tobacco Independence Vaping Resource Page, Toolkits, Infographics:** <https://ctmaine.org/resources/ends-vaping/>
- **Maine CDC website** for updates on Maine numbers, resources, links to current articles and health alerts, resources for patients and clinicians: <https://www.maine.gov/dhhs/mecdc/vaping.shtml>

About the Maine Integrated Youth Health Survey (MIYHS)

The MIYHS is a collaboration between the Maine Department of Health and Human Services and the Maine Department of Education, conducted biennially since 2009. Its purpose is to identify emerging trends facing youth by quantifying the health and related behaviors and attitudes of 5th through 12th graders using direct student surveys. All middle and high schools in Maine are invited to participate in the survey. For more information visit: <https://data.mainepublichealth.gov/miyhs/home>

Questions? Contact Korey Pow, MIYHS Project Coordinator, at korey.pow@maine.gov or 207-287-5084.

Footnotes

4: Past 30-day electronic cigarette use. U.S. numbers are from the 2019 National Youth Tobacco Survey, as National Youth Risk Behavior Survey data are not yet available. Maine numbers are from the 2019 MIYHS data.

5: Raymond BH, Collette Merrill K, et al. (2019). The Nicotine Content of a Sample of E-cigarette Liquid Manufactured in the United States. *Journal of Addiction Medicine*. Mar/Apr;12(2):127-131. doi: 10.1097/ADM.0000000000000376.

RSU5 DISTRICT SCORECARD

December, 2019

Item # 9B.

Academic Achievement

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 3 Students At or Above State Standards on the MEA

GRADE 3	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Percentage	2018-2019 Count	2018-2019 Percentage	2018-2019 State Percentage
<u>Reading</u>						
District Total	84.7%	59.6%	53.8%	80 / 130	61.5%	51.1%
Economically Disadvantaged			33.3%	11 / 27	40.7%	
Identified Disability		18.2%	23.8%	7 / 28	26.9%	
<u>Math</u>						
District Total	70.6%	66.7%	66.7%	73 / 116	62.9%	43.2%
Economically Disadvantaged			48.1%	11 / 27	40.7%	
Identified Disability		50.0%	47.6%	7 / 28	26.9%	

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 4 Students At or Above State Standards on the MEA

GRADE 4	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Percentage	2018-2019 Count	2018-2019 Percentage	2018-2019 State Percentage
<u>Reading</u>						
District Total	64.0%	65.7%	63.4%	99 / 142	69.7%	56.4%
Economically Disadvantaged			42.1%	15 / 30	50.0%	
Identified Disability		12.5%	18.2%	4 / 21	19.0%	
<u>Math</u>						
District Total	63.4%	66.4%	59.5%	82 / 142	57.7%	40.5%
Economically Disadvantaged			31.6%	9 / 30	30.0%	
Identified Disability		12.5%	36.4%	5 / 21	23.8%	

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 5 Students At or Above State Standards on the MEA

GRADE 5	2016-2016 Percentage	2016-2017 Percentage	2017-2018 Percentage	2018-2019 Count	2018-2019 Percentage	2018-2019 State Percentage
Reading						
District Total	61.0%	70.8%	67.6%	104 / 153	68.0%	53.3%
Economically Disadvantaged			52.0%	23 / 38	60.5%	
Identified Disability		12.5%	15.0%	4 / 21	19.0%	
Math						
District Total	54.9%	58.1%	59.9%	87 / 153	56.9%	32.8%
Economically Disadvantaged			44.0%	20 / 38	52.6%	
Identified Disability		15.0%	20.0%	5 / 21	23.8%	
Science						
District Total	71.6%	83.7%	84.4%	111 / 152	73.0%	61.3%
Economically Disadvantaged			70.8%	22 / 37	59.6%	
Identified Disability		64.7%	55.0%	8 / 21	38.1%	

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 6 Students At or Above State Standards on the MEA

GRADE 6	2016-2016 Percentage	2016-2017 Percentage	2017-2018 Percentage	2018-2019 Count	2018-2019 Percentage	2018-2019 State Percentage
Reading						
District Total	59.6%	62.1%	63.7%	102 / 142	71.8%	58.3%
Economically Disadvantaged			38.2%	14 / 25	58.0%	
Identified Disability		17.6%	5.9%	6 / 22	27.3%	
Math						
District Total	55.1%	49.7%	53.5%	85 / 143	59.4%	29.8%
Economically Disadvantaged			29.4%	10 / 25	40.0%	
Identified Disability		11.8%	5.9%	6 / 22	27.3%	

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 7 Students At or Above State Standards on the MEA

GRADE 7	2016-2016 Percentage	2016-2017 Percentage	2017-2018 Percentage	2018-2019 Count	2018-2019 Percentage	2018-2019 State Percentage
Reading						
District Total	67.4%	60.9%	60.3%	134 / 167	80.2%	59.7%
Economically Disadvantaged			37.8%	17 / 32	53.1%	
Identified Disability		32.1%	5.6%	5 / 18	27.8%	
Math						
District Total	59.3%	54.0%	44.2%	98 / 167	58.7%	34.0%
Economically Disadvantaged			21.6%	10 / 32	31.3%	
Identified Disability		25.0%		2 / 18	11.1%	

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 8 Students At or Above State Standards on the MEA

GRADE 8	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Percentage	2018-2019 Count	2018-2019 Percentage	2018-2019 State Percentage
Reading						
District Total	66.7%	70.0%	70.0%	105 / 145	72.4%	58.5%
Economically Disadvantaged			55.2%	18 / 34	52.9%	
Identified Disability		6.3%	11.1%	2 / 17	11.8%	
Math						
District Total	45.0%	46.5%	59.4%	77 / 147	52.4%	36.0%
Economically Disadvantaged			27.6%	13 / 35	37.1%	
Identified Disability		31.3%	5.6%	3 / 19	15.8%	
Science						
District Total	79.4%	83.2%	84.8%	126 / 146	86.3%	69.9%
Economically Disadvantaged			63.3%	21 / 33	63.6%	
Identified Disability		47.1%	22.2%	6 / 16	37.5%	

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of High School Students At or Above State Standards on the MEA Science

High School	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Percentage	2018-2019 Count	2018-2019 Percentage	2018-2019 State Percentage
Science						
District Total	46.7%	53.8%	60.9%	83 / 118	70.3%	48.1%
Economically Disadvantaged			31.8%	4 / 17	23.5%	
Identified Disability		18.2%	16.7%			

Source: DOE: lms.backpack.education/public/maine

Report: eMPowerME Report

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - PSAT

Achievement: % of Grade 10 Students Meets or Exceeds Benchmarks

GRADE 10	2016 Percent	2017 Percent	2018 Percent	2019 Count	2019 Percent	2019 State Percent
<u>Evidence-Based Reading and Writing</u>						
School Total	85.5%	76.7%	70.9%	105 / 146	71.9%	62.0%
<u>Math</u>						
School Total	69.9%	45.7%	51.5%	65 / 146	44.5%	32.0%

**2017 First year of full grade level
Source: College Board*

Report: PSAT/NMSQT Instructional Planning Report

ACADEMIC ACHIEVEMENT - PSAT

Achievement: % of Grade 11 Students Meets or Exceeds Benchmarks

GRADE 11	2016 Percent	2017 Percent	2018 Percent	2019 Count	2019 Percent	2019 State Percent
<u>Evidence-Based Reading and Writing</u>						
School Total	75.0%	89.7%	71.4%	92 / 114	80.7%	60.0%
<u>Math</u>						
School Total	55.9%	64.4%	37.8%	47 / 114	41.2%	30.0%

**2017 First year of full grade level
Source: College Board*

Report: PSAT/NMSQT Instructional Planning Report

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - SAT

GRADE 11	2016-2016 Percentage	2016-2017 Percentage	2017-2018 Percentage	2018-2019 Count	2018-2019 Percentage	2018-2019 Maine State Percentage
English Language Arts						
District Total	60.8%	63.2%	68.4%	81 / 121	66.9%	55.9%
Economically Disadvantaged		25.0%	47.8%	4 / 17	23.5%	
Identified Disability		10.0%	15.4%			
Math						
District Total	39.2%	38.7%	54.4%	50 / 121	41.3%	32.6%
Economically Disadvantaged		5.0%	30.4%	3 / 17	17.6%	
Identified Disability						

Source: DOE - Maine - lms.backpack.education/public/maine -

Report: SAT Performance Report

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade K Students at or above the benchmark for Fountas & Pinnell (May=C/D)

GRADE K	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
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Reading

District Total	52.2%	53.0%	70 / 152	48.1%
Economically Disadvantaged		32.0%	10 / 31	32.3%
Identified Disability		39.3%		

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 1 Students at or above the benchmark for Fountas & Pinnell (May=I/J)

GRADE 1	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
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Reading

District Total	62.4%	47.1%	63 / 125	50.4%
Economically Disadvantaged		29.2%	7 / 19	36.8%
Identified Disability		11.1%	3 / 12	25.0%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 2 Students at or above the benchmark for Fountas & Pinnell (May=M/N)

GRADE 2	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
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Reading

District Total	53.3%	47.1%	57 / 123	46.3%
Economically Disadvantaged		34.5%	5 / 24	20.8%
Identified Disability		18.5%	2 / 10	20.0%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 3 Students at or above the benchmark for Fountas & Pinnell (May=P/Q)

GRADE 3	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
<u>Reading</u>				
District Total	69.2%	54.6%	56 / 135	41.5%
Economically Disadvantaged		33.3%	8 / 29	27.6%
Identified Disability		17.4%	5 / 19	26.3%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 4 Students at or above the benchmark for Fountas & Pinnell (May=S/T)

GRADE 4	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
<u>Reading</u>				
District Total	58.8%	56.4%	75 / 143	52.4%
Economically Disadvantaged		43.2%	10 / 30	33.3%
Identified Disability		17.9%	8 / 18	44.4%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 5 Students at or above the benchmark for Fountas & Pinnell (May=V)

GRADE 5	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
<u>Reading</u>				
District Total	68.3%	50.3%	63 / 152	41.4%
Economically Disadvantaged		38.5%	12 / 37	32.4%
Identified Disability		9.5%		

Source: District EOY Scores (Literacy Strategists)

Report: DCS Data Wall , MLS 3-5 Data Wall , PES 3-5 Data Wall

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 3 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 3	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	78.0%	74.6%	74.1%	99 / 133	74.4%
Economically Disadvantaged			36.0%	17 / 29	58.6%
Identified Disability			52.0%	11 / 30	36.7%
Math					
District Total	80.1%	71.8%	73.3%	90 / 133	67.7%
Economically Disadvantaged			76.0%	15 / 29	51.7%
Identified Disability			60.0%	10 / 30	33.3%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 4 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 4	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	83.2%	79.6%	76.0%	111 / 144	77.1%
Economically Disadvantaged			80.6%	16 / 30	53.3%
Identified Disability			57.9%	8 / 26	30.8%
Math					
District Total	83.1%	73.2%	77.4%	102 / 143	71.3%
Economically Disadvantaged			87.1%	13 / 30	43.3%
Identified Disability			86.4%	11 / 26	42.3%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 5 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 5	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	84.0%	83.3%	80.4%	119 / 154	77.3%
Economically Disadvantaged			72.7%	25 / 38	65.8%
Identified Disability			47.6%	8 / 24	33.3%
Math					
District Total	84.7%	74.4%	78.2%	110 / 153	71.9%
Economically Disadvantaged			81.8%	21 / 38	55.3%
Identified Disability			42.9%	8 / 23	34.8%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 6 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 6	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	79.3%	81.3%	82.0%	121 / 145	83.4%
Economically Disadvantaged			69.2%	19 / 26	73.1%
Identified Disability			47.1%	8 / 23	34.8%
Math					
District Total	70.1%	70.1%	78.6%	120 / 145	82.8%
Economically Disadvantaged			48.1%	18 / 26	69.2%
Identified Disability			38.9%	8 / 23	34.8%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 7 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 7	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	82.8%	78.6%	84.2%	149 / 164	90.9%
Economically Disadvantaged			75.0%	22 / 31	71.0%
Identified Disability			47.6%	10 / 17	58.8%
Math					
District Total	75.3%	78.9%	74.8%	139 / 162	85.8%
Economically Disadvantaged			75.8%	19 / 30	63.3%
Identified Disability			47.6%	5 / 16	31.3%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 8 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 8	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	86.4%	87.1%	85.1%	122 / 145	84.1%
Economically Disadvantaged			71.4%	20 / 30	66.7%
Identified Disability			46.2%	6 / 16	37.5%
Math					
District Total	80.6%	77.0%	80.4%	116 / 150	77.3%
Economically Disadvantaged			55.6%	23 / 34	67.6%
Identified Disability			33.3%	7 / 20	35.0%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 9 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 9	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	84.9%	84.7%	89.1%	139 / 158	88.0%
Economically Disadvantaged			53.6%	19 / 29	65.5%
Identified Disability			10.0%	9 / 22	40.9%
Math					
District Total	80.6%	72.8%	74.1%	125 / 160	78.1%
Economically Disadvantaged			28.1%	14 / 29	48.3%
Identified Disability			8.3%	8 / 24	33.3%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 10 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 10	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	82.9%	72.4%	81.0%	123 / 133	92.5%
Economically Disadvantaged			6.7%	27 / 33	81.8%
Identified Disability					16.7%
Math					
District Total	80.7%	72.4%	83.2%	106 / 132	80.3%
Economically Disadvantaged			13.3%	20 / 34	58.8%
Identified Disability					16.7%

Source: NWEA: <https://sso.nwea.org>

Report: Grade Report

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - ADVANCED COURSEWORK

Advanced Coursework while enrolled at Freeport High School

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<u>Total Number of Students Enrolled in Advanced Placement (AP) Courses</u>								
District Total	66	69	79	79	70	71	102	133
<u>Percent of Students Scoring 3 or Higher on at Least One AP Exam</u>								
District Total	62.1%	68.1%	74.7%	78.5%	74.3%	71.8%	71.6%	61.7%
<u>Percent of US AP Students Scoring 3 or Higher on at Least One Exam</u>								
US Total						57.0%	61.3%	*
<u>Percent of AP EXAMS That Result in a Score of 3 or Higher</u>								
District Total	55.2%	59.7%	63.1%	68.6%	63.1%	61.1%	67.7%	62.4%

Source: College Board

Report: 5-Yr AP School Score Summary - *Percent of AP Exams 3+: AP
Current Year Score Summary

Academic Growth

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 3 Students Meeting or Exceeding Projected Growth NWEA

GRADE 3	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
<u>Reading</u>				
District Total	53.2%	53.6%	66 / 123	53.7%
Economically Disadvantaged	46.4%	47.6%	15 / 28	53.6%
Identified Disability	50.0%	35.0%	14 / 28	50.0%
<u>Math</u>				
District Total	33.1%	55.6%	63 / 124	50.8%
Economically Disadvantaged	32.1%	50.0%	14 / 28	50.0%
Identified Disability	36.4%	52.4%	9 / 28	32.1%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 4 Students Meeting or Exceeding Projected Growth NWEA

GRADE 4	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
<u>Reading</u>					
District Total	58.1%	54.5%	65.7%	73 / 137	53.3%
Economically Disadvantaged	55.6%	42.3%	69.6%	13 / 28	46.4%
Identified Disability	46.7%	50.0%	50.0%	12 / 24	50.0%
<u>Math</u>					
District Total	38.8%	39.6%	68.9%	75 / 136	55.1%
Economically Disadvantaged	60.0%	30.8%	56.5%	10 / 28	35.7%
Identified Disability	61.5%	31.3%	60.0%	11 / 24	45.8%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 5 Students Meeting or Exceeding Projected Growth NWEA

GRADE 5	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
<u>Reading</u>					
District Total	60.0%	55.3%	64.1%	83 / 141	58.9%
Economically Disadvantaged	53.6%	57.7%	66.7%	24 / 35	68.6%
Identified Disability	57.1%	50.0%	38.9%	14 / 22	63.6%
<u>Math</u>					
District Total	41.6%	35.8%	72.3%	73 / 141	51.8%
Economically Disadvantaged	48.3%	38.5%	60.0%	16 / 35	45.7%
Identified Disability	40.0%	11.8%	33.3%	7 / 21	33.3%

Academic Growth Continued

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 6 Students Meeting or Exceeding Projected Growth NWEA

GRADE 6	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading					
District Total	60.8%	60.3%	59.1%	82 / 135	60.7%
Economically Disadvantaged	59.4%	60.0%	52.2%	16 / 25	64.0%
Identified Disability	47.1%	47.1%	47.1%	12 / 21	57.1%
Math					
District Total	58.7%	58.3%	67.3%	84 / 134	62.7%
Economically Disadvantaged		36.4%	39.1%	13 / 24	54.2%
Identified Disability		53.3%	35.3%	13 / 21	61.9%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 7 Students Meeting or Exceeding Projected Growth NWEA

GRADE 7	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading					
District Total	63.9%	58.9%	63.9%	102 / 156	65.4%
Economically Disadvantaged		48.3%	44.8%	23 / 29	79.3%
Identified Disability		52.2%	35.3%	13 / 16	81.3%
Math					
District Total	63.7%	57.1%	56.3%	103 / 154	66.9%
Economically Disadvantaged		48.3%	60.0%	20 / 28	71.4%
Identified Disability		50.0%	66.7%	10 / 15	66.7%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 8 Students Meeting or Exceeding Projected Growth NWEA

GRADE 8	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading					
District Total	56.2%	65.4%	62.0%	78 / 129	60.5%
Economically Disadvantaged		48.7%	57.1%	18 / 27	66.7%
Identified Disability		38.5%	37.5%	11 / 12	91.7%
Math					
District Total	45.2%	54.5%	61.7%	78 / 133	58.6%
Economically Disadvantaged		36.1%	50.0%	8 / 30	26.7%
Identified Disability		41.7%	47.8%	8 / 15	53.3%

Academic Growth Continued

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 9 Students Meeting or Exceeding Projected Growth NWEA

GRADE 9	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading				
District Total	48.3%	52.7%	83 / 140	59.3%
Economically Disadvantaged	36.4%	58.3%	15 / 27	55.6%
Identified Disability	33.3%	37.5%	10 / 21	47.6%
Math				
District Total	36.0%	50.8%	74 / 145	51.0%
Economically Disadvantaged	30.0%	60.7%	10 / 27	37.0%
Identified Disability	33.3%	40.0%	10 / 21	47.6%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 10 Students Meeting or Exceeding Projected Growth NWEA

GRADE 10	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading				
District Total	39.5%	44.9%	62 / 121	51.2%
Economically Disadvantaged	31.3%	30.8%	12 / 28	42.9%
Identified Disability	23.1%	42.9%	4 / 6	66.7%
Math				
District Total	44.2%	66.3%	58 / 125	46.4%
Economically Disadvantaged	50.0%	53.8%	11 / 32	34.4%
Identified Disability	20.0%	57.1%		50.0%

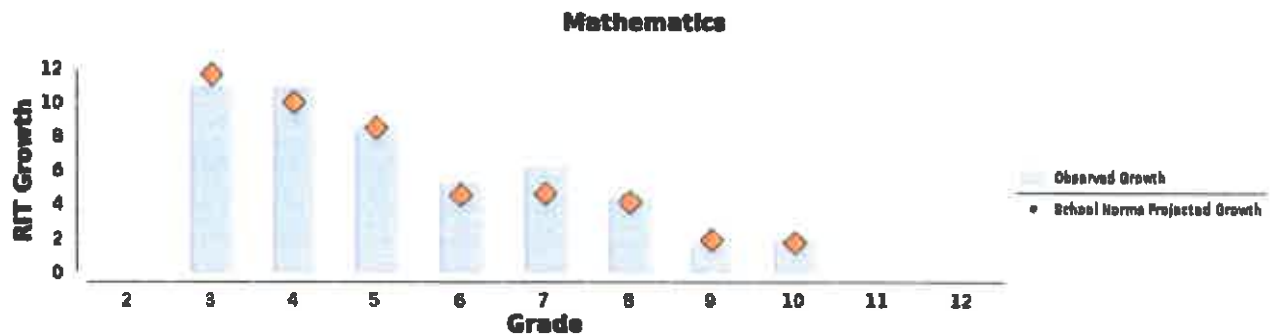
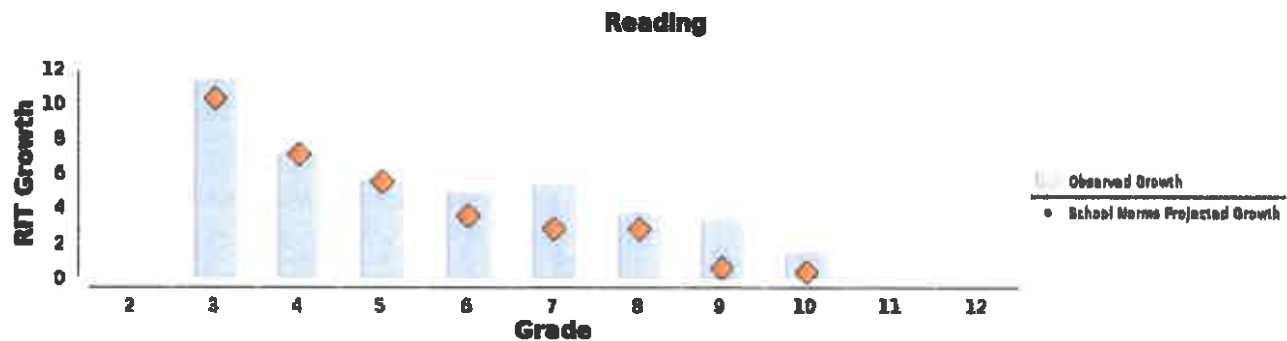
Source: NWEA: <https://sso.nwea.org>

Report: Student Growth Summary

Academic Growth Continued

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

NWEA Student Growth Spring 2018 to Spring 2019



Source: NWEA: <https://sso.nwea.org>

Report: District Growth Summary

Post Secondary Readiness & Success

GRADUATION COHORT

FREEPORT HIGH SCHOOL

	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort
<i>*2017 Graduation data is not yet available due to Maine DOE change in database - closed Infinite Campus-converting to Synergy</i>							
District Total	92.1%	92.5%	98.4%	94.3%	90.3%	96.3%	93.2%
Source: Data Warehouse, DOE-NEO				Report: 2013,14,15 Graduation Rates (2016 data certified in NEO 12/1/18), (2018 NEO 4YR Graduation Rate			

Post Secondary Enrollment and Persistence

Number of Students Enrolled in College or Program in the First Year After Graduation

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
District Total In Class	88/116	83/121	81 / 129	83/125	72/116	80/114	75/110
District Percent Enrolled	75.9%	68.6%	62.8%	66.4%	62.1%	70.2%	68.2%
Total Enrolled in Public	51	51	44	38	39	41	49
Total Enrolled in Private	37	37	37	45	33	39	26
Total Enrolled in 4-Year	68	65	66	69	57	67	58
Total Enrolled in 2-Year	20	18	15	14	15	13	17
Total Enrolled in State	50	54	46	33	38	42	44
Total Enrolled Out of State	38	29	35	50	34	38	31
Source: National Clearinghouse, Page 11 of 45				Report: Count of Students Enrolled in College During the First Year After High School			

Second Year Students Enrolled in Postsecondary Experiences

Number of Students Continuing College or Programming for a Second Year

	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
District Total In Class	49/87	63/97	73/116	71/121	68/129	73/125	66/116
District Percent Enrolled	56.3%	64.9%	62.9%	58.7%	52.7%	58.4%	56.9%
Total Enrolled in Public	20	37	40	41	33	30	35
Total Enrolled in Private	29	26	33	30	35	43	31
Total Enrolled in 4-Year	43	50	58	58	60	64	56
Total Enrolled in 2-Year	6	13	15	13	8	9	10
Total Enrolled in State	23	34	39	45	35	24	32
Total Enrolled Out of State	26	29	34	28	33	49	34
Source: National Clearinghouse, Page 21 of 45				Report: Count of Students Enrolled in College Freshman to Sophomore Persistence			

Other Academic Indicators

RSU5 Pre-K Programs as of October 1st Enrollment Numbers

Number of Students Enrolled in RSU5 Sponsored Pre-K Programs

Pre-K	2014	2015	2016	2017	2018	2019
District Total	39	60	66	95	95	109
Economically Disadvantaged	9	15	8	12	20	20

Source: October 1 EPS Certification

Report: Enrollment Report

RSU5 2 Year State MEA/SAT Comparison Data

Reading						Math				
Grade	% Above/At 16-17	% Above/At 17-18	STATE 17-18	% Above/At 18-19	STATE 18-19	% Above/At 16-17	% Above/At 17-18	STATE 17-18	% Above/At 18-19	STATE 18-19
Durham Community School						Durham Community School				
Gr 3	68 (30/38)	58.7 (26.1/32.6)	45	60.5 (25.6/34.9)	51.1	64 (12/52)	74.4 (19.1/55.3)	45.6	67.5 (14/53.5)	43.2
Gr 4	70 (40/30)	60.8 (19.6/41.2)	51.4	71.7 (39.1/32.6)	56.4	66 (33/33)	62.8 (25.5/37.3)	40	63 (21.7/41.3)	40.5
Gr 5	63 (24/39)	65 (32.5/32.5)	52.2	68 (10.6/57.4)	53.3	61 (8/53)	67.5 (27.5/40)	33.5	48.9 (19.1/29.8)	32.8
Gr 6	55 (17/38)	57.2 (14.3/42.9)	46.4	69.2 (35.9/33.3)	56.3	45 (13/32)	55.5 (8.3/47.2)	31.1	58.9 (25.6/33.3)	29.8
Gr 7	54 (17/37)	54.6 (18.2/36.4)	47.1	94.7 (36.8/57.9)	59.7	46 (8/38)	34.1 (13.6/20.5)	35.3	55.3 (13.2/42.1)	34
Gr 8	72 (16/56)	74 (20/54)	52.8	78 (26.8/51.2)	58.5	51 (9/42)	72 (22/50)	38.5	68.3 (19.5/48.8)	36
Mast Landing School						Mast Landing School				
Gr 3	56 (26/30)	53 (16.9/36.1)	45	63.4 (36.8/26.8)	51.1	68 (26/42)	63.9 (13.3/50.6)	45.6	50.7 (12.3/38.4)	43.2
Gr 4	67 (28/39)	63.6 (29.5/34.1)	51.4	68.6 (30.2/38.4)	56.4	65 (16/49)	55 (21.3/33.7)	40	54.7 (14/40.7)	40.5
Gr 5	74 (33/41)	67.5 (25.3/42.2)	52.2	67 (22.7/44.3)	53.3	59 (20/39)	57.9 (15.7/42.2)	33.5	59.1 (31.8/27.3)	32.8
Freeport Middle School						Freeport Middle School				
Gr 6	66 (27/39)	66.4 (22.4/44)	46.4	72.8 (27.2/45.6)	56.3	53 (21/32)	53.3 (27.4/25.9)	31.1	59.6 (19.2/40.4)	29.8
Gr 7	64 (29/35)	63 (20/43)	47.1	77.2 (37.8/39.4)	59.7	58 (16/42)	49 (17.6/31.4)	35.3	60.6 (16.5/44.1)	34
Gr 8	69 (27/42)	68.2 (21.8/46.4)	52.8	70.9 (24.3/46.6)	58.5	44 (15/29)	53.6 (20/33.6)	38.5	46.7 (12.4/34.3)	36
Pownal Elementary School						Pownal Elementary School				
Gr 3	50 (40/10)	42.9 (14.3/28.6)	45	56.3 (37.5/18.8)	51.1	70 (40/30)	57.1 (7.1/50)	45.6	43.8 (18.8/25)	43.2
Gr 4	50 (15/35)	69.3 (42.6/23.1)	51.4	70 (10/60)	56.4	75 (0/75)	76.9 (23.1/53.8)	40	60 (20/40)	40.5
Gr 5	68 (36/32)	73.7 (15.8/57.9)	52.2	72.2 (38.9/33.3)	53.3	55 (14/41)	52.7 (5.3/47.4)	33.5	66.7 (50/16.7)	32.8
Freeport High School						Freeport High School				
Gr 11	64 (6/58)	68.3 (25.7/42.6)	57	67 (18.2/48.8)	55.9	39 (33/6)	54.4 (17.6/36.8)	34.2	41.3 (5.8/35.5)	32.6

Science					
Grade	% Above/At 16-17	% Above/At 17-18	STAT 17-18	% Above/At 18-19	STATE 18-19
Durham Community School					
Gr 5	89.2 (5.4/83.8)	82 (20.5/61.5)	61.4	76.6 (2.1/74.5)	61.3
Gr 8	95.5 (53.3/42.2)	88.7 (56.6/32.1)	66.8	85.7 (50/35.7)	69.9
Mast Landing School					
Gr 5	81.2 (10.4/70.8)	85.6 (13.3/72.3)	61.4	71.26 (11.11/59.77)	61.3
Freeport Middle School					
Gr 8	77.5 (35.7/41.8)	82.8 (38.7/44.1)	66.8	***86.5 (44.2/42.3)	69.9
Pownal Elementary School					
Gr 5	86.4 (18.2/68.2)	84.2 (0/84.2)	61.4	72.2 (11.1/61.1)	61.3
Freeport High School					
Gr 11	53.8 (4.8/49)	60.9 (20/40.9)	48.2	70.4 (8.5/61.9)	48.1

*** Indicates that less than the required 95% of students were tested.

Findings Across the District in Spring 2019:

- We were above the State average in reading and math and science in every school in every grade level.
- FMS and FHS increased in science in each year over the last 3 years.
- DCS went up in all cohorts and all grade levels in ELA.
- In every school 3-8, all cohorts went up in ELA.
- In 3rd grade across the district, the math achievement level dropped significantly from the prior year.
- In 6th grade across the district, the math achievement level increased from the prior year.
- In 7th grade across the district, the math achievement level increased significantly from the prior year.

PES Findings:

Cohort Data			Ach level compared to prior year:		
	ELA	Math		ELA	Math
Grade 3	N/A	N/A	Grade 3	↑	↓
Grade 4	↑	↑	Grade 4	↑	↓
Grade 5	↑	* ↔	Grade 5	↓	↑

*Data is flat as there are only 20 students.

MLS Findings:

Cohort Data			Ach level compared to prior year:		
	ELA	Math		ELA	Math
Grade 3	N/A	N/A	Grade 3	↑	↓
Grade 4	↑	↓	Grade 4	↑	↔
Grade 5	↑	↑	Grade 5	↔	↑

DCS Findings:

Cohort Data			Ach level compared to prior year:		
	ELA	Math		ELA	Math
Grade 3	N/A	N/A	Grade 3	↑	↓
Grade 4	↑	↓	Grade 4	↑	↔
Grade 5	↑	↓	Grade 5	↑	↓
Grade 6	↑	↓	Grade 6	↑	↑
Grade 7	↑	↔	Grade 7	↑	↑
Grade 8	↑	↑	Grade 8	↑	↓

FMS Findings:

Cohort Data			Ach level compared to prior year:		
	ELA	Math		ELA	Math
Grade 6	N/A	N/A	Grade 6	↑	↑
Grade 7	↑	↑	Grade 7	↑	↑
Grade 8	↑	↓	Grade 8	↑	↓

FHS Findings:

Ach level compared to prior year:		
	ELA	Math
Grade 11	↓	↓

Board Goals Update
January 8, 2020

Board Strategic Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1:1 *Strengthen and align all social/emotional development systems.*

→ **Identify current existing practices and structures at all grade levels to assess their effectiveness; identify gaps; explore options; develop and recommend plan**

- ◆ Meetings held between assistant superintendent, guidance counselor, building administrator
- ◆ Draft document has been created identifying current practices
- ◆ Document shared with other principals to complete
- ◆ During budget discussions, some gaps have been identified
- ◆ Upcoming budget will have requests for filling the gaps

Board Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.

Objective 2:1 *Review research and explore options for the implementation of student-centered instructional practices.*

→ **Establish a shared understanding/definition of characteristics of student centered learning**

- ◆ Meetings held with assistant superintendent, principal to create definition
- ◆ Definition shared with all principals who shared with building leadership teams
- ◆ Feedback received and revisions made to definition

→ **Assess current RSU5 instructional practices to determine alignment with student centered learning characteristics and identify gaps.**

- ◆ Plan is to meet to decide how to best gather needed information

Board Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.

Objective 2:3 *Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.*

→ **Identify opportunities for expanding staff collaboration time, develop and recommend a plan to foster collaboration and staff voice, implement recommendations.**

- ◆ Meetings held with principals and leadership teams
- ◆ Meetings held with principals with superintendent and assistant superintendent
- ◆ Professional development schedules created with input from teachers to allow for year long collaboration
- ◆ GSEA partnership has allowed for more collaboration across districts in specialized departments, i.e. p.e., music, sped, art
- ◆ Continued review with leadership teams to ensure staff voice in planning of professional development
- ◆ Monthly review with Association of upcoming professional development opportunities

Board Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.

Objective 2:5 *Establish formalized systems for annual identification of goals for the improvement of student achievement.*

→ **Create a protocol for establishing student achievement goals based on agreed upon data points.**

- ◆ Draft protocol is being created

Board Strategic Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3:1 *Expand avenues used to proactively distribute information about RSU5 schools and seek feedback from stakeholders about the schools.*

→ **Identify and assess the effectiveness of all existing modes of communication with parents and community, identify needed improvements, explore options for revising, adjusting, expanding communication.**

- ◆ Strategic Communications has reviewed budget brochure for upgrades
- ◆ Town Leadership Meeting - upgrades on budget sheet
- ◆ PBE continues a focus on communication
- ◆ Strategic Communications will review this goal at an upcoming meeting to discuss further

Board Strategic Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3:2 *Engage all RSU5 learners in community based learning both in the classroom and out in the community.*

→ **Identify and assess the effectiveness of current existing school-community learning partnerships.**

- ◆ Not begun

Board Strategic Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Objective 4:1 *Ensure that all staff and students have quality facilities to meet their needs.*

→ **Review and update the existing Capital Improvement Plan**

- ◆ Currently updated
- ◆ Began a more systemic long-term approach
 - Identifying space issues and possible solutions

Board Strategic Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.
Objective 4:2 *Attract and retain highly effective staff.*

→ Review and assess existing practices, identify gaps, review and improve

- ◆ Created mentor handbook
- ◆ Trained 30 professionally certified educators to become mentors
- ◆ Assigned all new staff mentors, beginning in August 2019
- ◆ Ongoing professional development with mentors
 - Four meetings throughout the year
- ◆ Mentors have all been surveyed about the mentor match support

Board Strategic Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.
Objective 4:4 *Provide all students transportation that supports their participation in curricular and extracurricular programs.*

→ Assess existing bus runs, explore options, make recommendations

- ◆ Bus runs assessed
- ◆ Recommendation to return to half day PreK at MSS & PES
- ◆ Looking at options to create a late bus at FMS during this budget cycle



Durham • Freeport • Pownal

Finance Subcommittee Report

Date: December 22, 2019

Committee: Finance Committee

Chair: Kate Brown

In attendance: Kate Brown, Michelle Ritcheson, Jeremy Clough, Becky Foley, Ann Cromer

Guests: None

Meeting Date: December 11, 2019

Agenda Items and Discussion:

Work on information requested at the presentation of the Cost Sharing Recommendation:

The Committee discussed their progression with analysis to support cost sharing model decision-making by the School Board. They planned how they would present different options with a visual laying out pros and cons. The Committee hopes to have all the analysis completed by the next meeting so they can work together to create the visuals.

Next Meeting:

January 8, 2019 at 5pm at Central Office

Submitted by: Ann Cromer, Director of Finance

Regional School Unit No. 5

17 West St, Freeport, ME 04032 Telephone: 865-0928x25 E-mail: cromera@rsu5.org



Policy Subcommittee Report

Committee: Policy

Meeting date: December 6, 2019

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Kate Brown, Cynthia Alexander

Absent: Maddy Vertenten

Guests: Maura Pillsbury

Review/Revise Policies:

The following policies were reviewed with no changes recommended.

BB School Board Legal Status

BCC Nepotism

BCE Board Finance Committee

BDD Board of Directors -Superintendent Relationship

BDF Board of Directors Advisory Committees

The following policies were revised and will be brought to the Board for 1st read on January 8, 2020.

AEC Accountability- Reporting to the Public

BCB Board Conflict of Interest

BDB Board of Directors Officers

GCG Teacher and Educational Technician Substitute Policy

The following policy will be brought to the Board for rescinding on January 8, 2020.

BCF Advisory Committees to the Board

The next meeting will be held on January 3, 2020 at 8:30 a.m.

Submitted by: Cynthia Alexander



Durham • Freeport • Pownal

Item # 11. A & B.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Rhea Fitzpatrick, Liam Hornschild-Bear

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Jim Grant, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Ann Cromer, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Pauline Gillis, Shawn McBean, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Jessica Sturges, Nancy Decker, Alicia DeRoche

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment

DATE: December 23, 2019

RE: Review/Update of Policies

At the January 8, 2020 Board of Directors Meeting, the following policies will be on the agenda for 1st Read, Rescind and Review. The policies are attached.

1st Read Policies

1. AEC – Accountability – Reporting to the Public
2. BCB – Board of Directors Conflict of Interest
3. BDB – Board of Directors Officers
4. GCG – Teacher and Educational Technician Substitute Policy

Rescind

1. BCF – Advisory Committees to the Board

The following policies were reviewed with no recommended revisions and require no Board action.

1. BB – School Board Legal Status
2. BCC – Nepotism
3. BCE – Board Committees (Finance)
4. BDD – Board of Directors – Superintendent Relationship
5. BDF – Board of Directors Advisory Committees

ACCOUNTABILITY – REPORTING TO THE PUBLIC

The Board is conscious of its responsibility for making informed decisions that will impact student learning and school system operations. As an elected body, the Board recognizes that it is accountable to the citizens of the school unit for its decisions and the educational achievement of its students. Basic to accountability is the reporting of data concerning student achievement and, in general, the operations of the schools.

The Board directs the Superintendent to prepare appropriate reports that will provide the Board with the information it needs to make appropriate policy and planning decisions and to keep the public informed regarding the academic progress of its students, the effectiveness of school programs, and the needs of the school system. As practicable, the Superintendent may combine such reports into a single document and/or presentation or use multiple reporting processes, depending upon the nature of the information. Such reports shall be made available to the public.

The Superintendent shall also be responsible for gathering and submitting data to the Maine Department of Education (DOE) and other agencies as required by law and/or regulations and for preparing and disseminating reports to the Board and the public in compliance with applicable laws and/or regulations. Data collated by the State shall be incorporated into reports to the Board and/or public as mandated by law and/or regulations.

A. District Annual Report

Each year the Superintendent shall prepare and present to the Board an annual report addressing the activities of the school unit and his/her recommendation(s) for improving student learning and school system operations. The report shall be made available to the public as a means of informing parents and citizens of the school system's goals, plans, programs, and operations.

B. Comprehensive Plan Report

Each school unit must develop and implement a Comprehensive Education Plan that is aligned with Maine's system of Learning Results, focused on the learning of all students, and oriented to continuous improvement and includes the elements listed in Chapter 125, Section 4.02, of the Department of Education Rules. The Superintendent shall make an annual report to the Board and public on the school system's Comprehensive Education Plan and school improvement progress. The ~~Committee~~ Board shall annually review and approve the Comprehensive Education Plan.

C. Local Assessment System

The Superintendent/designee, with the assistance of appropriate staff, will prepare for the Board's review and for dissemination to the public, on an annual basis, the results of the Local Assessment System. The purpose is to enable the Board and public to monitor student progress in achieving the content standards of the Learning Results system and to make informed decisions concerning the instructional program and allocation of resources.

D. District Report Cards

In compliance with federal and state law and regulations and to provide relevant information concerning the academic performance of the school system and of its individual schools, the Superintendent shall be responsible for annually collecting and submitting required data and for preparing and making available to schools, the parents of children in those schools, and the public a "district report card." The district report card shall contain all the required components as required by federal law.

~~As required by federal law, district report cards shall contain the following information:~~

- ~~1. Aggregate data on student achievement at each proficiency level on state academic assessments and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency, and status as economically disadvantaged;~~
- ~~2. Comparison of these student groups regarding achievement levels on each of the State assessments;~~
- ~~3. Percentage of students not tested, disaggregated by student groups;~~
- ~~4. Most recent two-year trend data in achievement by subject area and grade level in areas where assessments are required;~~
- ~~5. Aggregate data on state indicators to determine Adequate Yearly Progress (AYP), such as attendance rates for elementary schools;~~
- ~~6. Graduation rates for secondary schools, disaggregated by student groups;~~
- ~~7. Information on the school unit's performance relevant to Adequate Yearly Progress and the number, percentage, and names of schools identified for improvement, including how long they have been so identified;~~
- ~~8. Professional qualifications of teachers and percentage of teachers with emergency or provisional qualification;~~

9. ~~Percentage of classes not taught by highly qualified teachers, in the aggregate and disaggregated by high poverty and low poverty level schools; and~~

~~10. Comparison of the school unit's student achievements on state assessments and other indicators of Adequate Yearly Progress to students in the state as a whole.~~

~~As applied to data for individual schools, the district report card will include the following information:~~

~~1. The same information contained in the district report card;~~

~~2. Whether the school has been identified for school improvement; and~~

~~3. Information that shows how the school's students' achievement on the statewide academic assessments and other indicators of Adequate Yearly Progress compared to students in the school unit and the state as a whole. (20 U.S.C. § 6311(h)(2)(B)).~~

~~E. Responsibilities Associated with District~~

~~The Superintendent/designee shall be responsible for:~~

~~1. Updating and submitting required information;~~

~~2. Providing district report cards to parents of students in the district's schools in an understandable and uniform format and, to the extent practicable, in a language the parents can understand; and~~

~~3. Making district and school report cards widely available through public means, such as distribution to the media, posting on the Internet, and distribution through public agencies.~~

F. Financial Reports

The Superintendent/designee shall provide to the Board and public monthly reports concerning the financial condition of the school system.

G. Other Reports

The Board may request and the Superintendent/designee shall provide to the Board and/or public other reports related to school system goals and objectives, the instructional program, and operations of the schools.

Legal Reference: 20 U.S.C. § 6311 (No Child Left Behind Act)
20-A M.R.S.A. §§ 4502(1), (6)
Ch. 125, 127 (Me. Dept. of Ed. Rules)

Cross Reference: ADF – School District Commitment to Learning Results
ILA – Student Assessment/Local Assessment System

Adopted: May 27, 2009
Reviewed: December 8, 2010
Reviewed: November 20, 2013
Revised: _____

BOARD OF DIRECTORS CONFLICT OF INTEREST

Board of Director service is a matter of public trust. In making decisions that affect ~~the Durham, Freeport and Pownal schools~~ RSU No. 5, Board members have the duty to act in the interest of the common good and for the benefit of the people they represent.

A conflict of interest may arise when there is an incompatibility between a Board member's personal interest and his/her responsibilities as an elected official in a matter proposed or pending before the Board. Board members have a legal and ethical responsibility to avoid not only conflict of interest, but the appearance of conflict of interest as well.

Financial Interest

A Board member has a financial interest (excluding tax impact related items) in a question or contract under consideration when he/she or a member of his/her immediate family may derive some financial or other material benefit or loss as a result of the Board action. The vote of the Board is voidable if a Board member has a financial interest and votes on that question or is involved in the discussion, negotiation, or award of a contract or other action in which he/she has a financial interest.

In order to prevent the vote on a question or contract from being voidable, a Board member who has a financial interest must:

- A. Make full disclosure of ~~his/her~~ their interest ~~before any action is taken~~ prior to initiating any Board discussion; ~~and~~
- B. Abstain from attempting to influence the decision; and
- ~~B.C.~~ Abstain from voting, and from the negotiation or award of the any contract. and from otherwise attempting to influence the decision.

The Secretary of the Board of Directors shall record in the minutes of the meeting the member's disclosure and abstention from taking part in the decision in which he/she has an interest.

It is not the intent of this policy to prevent a Board member from voting or the school unit from contracting with a business because a Board member is an employee of that business or has another, indirect interest but is designed to prevent the placing of Board members in a position where their interest in the schools and their interest in their places of employment may conflict and to avoid appearances of conflict of interest.

Code of Conduct for Federally Funded Projects

When a Board member participates in the selection, award or administration of a contract that is supported by a federal award, the Board member shall also comply with the Board's policy DJH – Purchasing and Contracting: Procurement Staff Code of Conduct.

Appearance of Conflict of Interest

A Board member should do nothing to give the impression that his/her position or vote on an issue is influenced by anything other than a fair consideration of all sides of a question.

Board members shall attempt to avoid the appearance of conflict of interest by disclosure and/or by abstention.

Appointment to Office and Other Employment

A Board member may not, during the time the member serves on the Board of Directors and for one year after the member ceases to serve on the Board, be appointed to any civil office of profit or employment position which has been created or the compensation of which has been increased by action of the Board during the time the member served on the Board of Directors.

Employment

A member of the Board of Directors or spouse of a member may not be an employee in a public school within the jurisdiction of the Board of Directors to which the member is elected or in a contract high school or academy located within a supervisory union in which the member is a representative on the union committee.

Board of Directors - Members as Volunteers

A member of the Board of Directors, or spouse of a member, may not serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extracurricular program or activity and reports directly to the Superintendent, principal, athletic director or other school administrator in a public school within the jurisdiction of the Board of Directors to which the member is elected, or in a contract high school or academy located within a supervisory union in which the member is a representative on the Board of Directors.

Volunteer activities of a member of the Board of Directors or member's spouse other than in roles that are prohibited by this section may be prescribed by policies developed and approved by the Board of Directors.

Definitions

For the purposes of this policy, the following statutory definitions apply:

- A. "Employee" means a person who receives monetary payment or benefits, no matter the amount paid or hours worked, for personal services performed for a school administrative unit.
- B. "Volunteer" means a person who performs personal services for a school administrative unit without monetary payments or benefits of any kind or amount.

Legal Reference: 20-A M.R.S.A. § 1002-1004
20-A M.R.S.A. § 1315 (SADS's)
30-A M.R.S.A. § 2604-2606

Cross Reference: BCA-Board of Directors Member Code of Ethics
DJH – Purchasing and Contracting: Procurement Staff Code of Conduct

Adopted: October 28, 2009
Reviewed: January 26, 2011
Reviewed: December 18, 2013
Revised: _____

BOARD OF DIRECTORS OFFICERS

Duties of the Chair

The Chair shall preside at all meetings of the Board of Directors and shall perform other duties as directed by law, Maine Department of Education rules, and by this Board. In carrying out these responsibilities, the Chair shall:

- A. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board of Directors;
- B. Consult with the Superintendent in the planning of the Board meeting agendas and with the Vice Chair as feasible;
- C. Confer with the Superintendent on crucial matters which may occur between Board meetings;
- D. Appoint subcommittees subject to Board approval and serve as an ex-officio member of all such ~~Board of Directors~~ subcommittees;
- E. Call special meetings of the Board of Directors as necessary;
- F. Be the public spokesperson for the Board of Directors at all times except as this responsibility is specifically delegated to others; and
- G. Preside at and be responsible for the orderly conduct of all Board of Directors meetings.

As presiding officer at all meetings of the Board of Directors, the Chair shall:

- A. Call the meeting to order at the appointed time;
- B. Announce the business to come before the Board in its proper order;
- C. Enforce the Board's policies relating to the order of business and the conduct of meetings;
- D. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
- E. Explain, as appropriate, what the effect of a motion would be;

- F. Restrict discussion when a motion is before the Board;
- G. Put motions to a vote and announce the vote result.

The Chair shall have the right, as other Board members have, to offer motions, discuss questions, and vote.

Duties of the Vice-Chair

In the absence of the Chair, the Vice-Chair shall perform all the duties of the Chair. ~~The Vice-Chair serves as Chair of the Finance Committee.~~

Duties of the Secretary

The Superintendent shall serve as Secretary of the Board of Directors, with the right to speak on all questions and offer recommendations. The ~~Secretary~~ Superintendent/designee shall be responsible for ensuring that records are kept of all business transacted by the Board at both regular and appropriately called special meetings, and shall perform such other functions as are ordinarily functions of this office.

Legal Reference: 20-A MRSA § 1055

Cross Reference: BB – Board of Directors Legal Status

Adopted: October 28, 2009
Reviewed: February 16, 2011
Reviewed: January 22, 2014
Revised: _____

**~~TEACHER AND EDUCATIONAL TECHNICIAN
SUBSTITUTE POLICY~~**

~~A. State Law: Substitute teachers with four (4) years of study beyond the high school and with a bachelor's degree and in possession of a standard teacher's certificate and substitute teachers who have retired after a minimum of fifteen (15) years of teaching will be compensated at the rate of not less than \$30.00 for each day of service. Title 20A, MRSA Section 13402~~

~~B. Substitute teachers for RSU No. 5 will be paid at the following rates:~~

~~**Daily Pay Rate:**~~

High School Diploma	\$65.00
2 Years of College	\$85.00
4 Year Degree	\$85.00
Certified Teacher	\$85.00
Nurses	\$140.00

~~**Long Term Pay Rate:**~~

~~\$65/\$85/\$140 first 14 consecutive work days
After 14 consecutive work days in the same assignment, 1/180
of base pay on teacher scale~~

~~C. Substitute Education Technicians for RSU No. 5 will be paid at the following rates:~~

~~**Daily Pay Rate:**~~

High School Diploma	\$65.00
2 Years of College	\$85.00
4 Year Degree/Certified Teacher	\$85.00

~~**Long Term Pay Rate:**~~

~~No adjustments will be made in the rate of pay.~~

~~D. Pay will be pro-rated to portion of day worked~~

Adopted: October 28, 2009
Revised: March 28, 2012
Revised: September 24, 2014
Revised: October 26, 2016

SUBSTITUTE TEACHERS AND EDUCATIONAL TECHNICIANS

The Board recognizes that substitute personnel perform an important role in supporting continuity of student learning in the event of absence, resignation, inability to employ, or termination of a regularly employed certified employee. It is the Board's desire to employ appropriately certified persons, when available, for substitute teacher and educational technician positions.

A certified teacher or educational technician may serve as a substitute with no time limit, provided that their teaching certificate bears an endorsement for the grade and subject being taught, or his/her educational technician certificate is appropriate to the employment.

Non-certified teachers or educational technician may not serve more than six consecutive weeks in any teaching assignment. Any substitute serving on a short-term basis (less than six consecutive weeks) in any teaching assignment must have at least a high school diploma.

The Superintendent may request a waiver from the Commissioner if finding candidates that meet the eligibility criteria is difficult.

All applicants for substitute teaching positions must obtain a Criminal Background Check approval, based on fingerprinting, in accordance with Maine Department of Education rules and processes before they are assigned to a school.

The Superintendent will be responsible for recommending to the Board, for its approval, minimum education standards for substitute teachers and inform the Board of any schedule of compensation changes for both long-term and short-term substitute teachers and educational technicians.

Substitute compensation will be reviewed as recommended by the Superintendent.

Legal Reference: 20-A MRSA §§ 13001-A: 13402(3)
 26 MRSA 26 MRSA §664
 Dept. of Educ. Rule Ch. 115(9)

Adopted: October 28, 2009
Revised: March 28, 2012
Revised: September 24, 2014
Revised: October 26, 2016
Revised: _____

TEACHER AND EDUCATIONAL TECHNICIAN SUBSTITUTE POLICY

A. State Law: Substitute teachers with four (4) years of study beyond the high school and with a bachelor's degree and in possession of a standard teacher's certificate and substitute teachers who have retired after a minimum of fifteen (15) years of teaching will be compensated at the rate of not less than \$30.00 for each day of service. Title 20A, MRSA Section 13402

B. Substitute teachers for RSU No. 5 will be paid at the following rates:

Daily Pay Rate:

High School Diploma	\$95.00
2 Years of College	\$95.00
4 Year Degree	\$95.00
Certified Teacher	\$95.00
Nurses	\$140.00

Long Term Pay Rate:

\$95/\$140 first 14 consecutive work days
After 14 consecutive work days in the same assignment, 1/180
of base pay on teacher scale

C. Substitute Education Technicians for RSU No. 5 will be paid at the following rates:

Daily Pay Rate:

High School Diploma	\$95.00
2 Years of College	\$95.00
4 Year Degree/Certified Teacher	\$95.00

Long Term Pay Rate:

No adjustments will be made in the rate of pay.

D. Pay will be pro-rated to portion of day worked

Adopted: October 28, 2009

Revised: March 28, 2012

Revised: September 24, 2014

Revised: October 26, 2016

Changed to Administrative Procedure: _____

Rescind

NEPN/NSBA Code: BCF

Item #11.B.

~~ADVISORY COMMITTEES TO THE BOARD~~

~~Committees shall be voted by the Board of Directors, unless the Board authorizes the Chair to appoint a specific committee. All committees except the Finance Committee shall serve in an advisory capacity. The Finance Committee shall serve in an executive capacity as prescribed by the Board.~~

~~Cross Reference: BCE Board Committees (Finance)
DI Fiscal Reporting~~

~~Adopted: May 27, 2009~~

~~Reviewed: February 16, 2011~~

~~Reviewed: December 18, 2013~~

Item 13.A.

Memorandum

To: RSU5 Board of Directors
Cc: Nancy Drolet, CEA President
FR: Cynthia Alexander, Asst. Superintendent
DA: December 18, 2019
RE: Proposed 2019-2020 School Calendar

The proposed 2020-2021 school calendar will be presented to you for first read at the January 8, 2020 Board of Directors' meeting. It will be on the agenda for final approval at the January 22, 2020 Board of Directors' meeting.

Students will start prior to Labor Day, which falls on September 7 as previously discussed in a Board meeting. This has been a common practice in RSU5 when Labor Day is late, most recently occurring in FY16.

The calendar provides 5.5 days of Professional Learning throughout the school year. In addition to the 2 days of Professional Learning prior to the first student day, 3 full days of Professional Learning Days (PLD) will occur in October, February, and March thus providing an uninterrupted flow of student learning from December through February break. The .5 Professional Learning Day (PLD) will be held in early November. This date was moved from Friday in the FY20 calendar to Tuesday in the FY21 calendar due to the Presidential election.

We will continue with two early release days on Wednesdays, which provides a longer time frame for professional development as those are staff meeting days.

RSU5 School Calendar 2020-2021

VERSION 3

AUGUST/SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					JANUARY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
24	25	PLD	PLD	28				1	2							1	2	3	4					1
31	1	2	3	4	5	6	7	8	PLD	2	PLD	4	5	6	7	8	9	10	11	4	5	6	7	8
7	8	9	10	11	12	13	14	15	16	9	10	11	12	13	14	15	16	17	18	11	12	13	14	15
14	15	16	17	18	19	20	21	22	23	16	17	18	19	20	21	22	23	24	25	18	19	20	21	22
21	22	23	24	25	26	27	28	29	30	23	24	PC	26	27	28	29	30	31		25	26	27	28	29
28	29	30								30														
21 8/26&27 Professional Learning Days 8/31 First Student Day PreK-9 9/1 All PreK-12 Students 9/4 & 9/7 No School (Labor Day)					20 9 Professional Learning Day 12 Indigenous People's Day					16 3 Professional Learning Day (1/2) 11 Veterans Day 25 Professional Compensation Day 26-27 Thanksgiving Break					16 23-31 December Vacation					19 1 New Years Day 18 Martin Luther King, Jr. Day				
FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
					1	2	3	4	5				1	2							1	2	3	4
1	2	3	4	5	8	9	10	11	PLD	5	6	7	8	9	3	4	ER	6	7	7	8	9	10	11
8	9	10	11	PLD	15	16	17	18	19	12	13	14	15	PC	10	11	12	13	14	14	15	*16	*17	*18
15	16	17	18	19	22	23	24	25	26	19	20	21	22	23	17	18	19	20	21	*21	*22	23	24	25
22	23	24	25	26	29	30	ER			26	27	28	29	30	24	25	26	27	28	28	29	30		
															31									
14 12 Professional Learning Day 15 Presidents' Day 16-19 February Vacation					22 12 Professional Learning Day 31 Early Release - Half Day					16 16 Professional Compensation Day 19 Patriots' Day 20-23 April Vacation					20 5 Early Release - Half Day 31 Memorial Day					11 13 Graduation 15 Last day - If No Snow Days Half Day Schedule Students * Storm Make up Days (16-22)				



NO SCHOOL - Holiday/Vacation



PROFESSIONAL LEARNING DAY - No Students (5 1/2)



PROFESSIONAL COMPENSATION DAY - No Students (2)



EARLY RELEASE FOR STUDENTS - Half Day Schedule (2)



LAST DAY OF SCHOOL-(if no snow days)-PK-12 HALF DAY Storm Make-up days if needed: 6/16-6/22

Date Adopted by Board of Directors:

DRAFT